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ABSTRACT

Factors that influence voluntary withdrawal from the University of North Carolina at Chapel Hill are investigated. A survey based on a cohort of students admitted for the first time in fall 1977 was conducted with a response rate of approximately 50 percent. Major and minor reasons for not returning to the university are tabulated for males and females. Results indicate that race does not appear to be a significant factor in voluntary withdrawal and that reasons do vary notably by sex and age. A total of 30 percent of those surveyed felt their reasons for leaving were personal and 35 percent felt their reasons were more university-related. Negative perceptions that the 1978 non-returners had concerning the university's large size and "impersonality" are also discussed as commonly cited reasons for withdrawal. It is suggested that the responses also indicate the importance of a "good fit" between students and the institution as many of the students considered the university "atmosphere" the primary reason for their leaving. Changes in counseling, readmission procedures, and other policies are recommended. The data are tabulated and the survey instrument is appended. (Author/SF)

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VOLUNTARY WITHDRAWAL -- WHY DON'T THEY RETURN?

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SUMMARY OF FINDINGS

- There appear to be no significant differences between black and white students who are academically eligible concerning their reasons for leaving The University. There are some significant differences between the reasons of men and women, however.

- The specific reasons cited most often as contributing to departure from The University were: "UNC-CH is too large and impersonal" and "Needed a break to reassess goals." More women indicated the former; more men indicated the latter.

- The decision to leave The University is complex and seems to be based on a number of factors rather than any single overriding concern.

- There is a higher percentage of non-returning black students than white students in the "academic failure" category.

- The more youthful age-range of this year's survey group and their brief time at The University, appear to have had considerable effect upon the outcomes when compared with those of previous years. Most notable were: a higher percentage of transfers to other institutions; more dissatisfaction with the large size of The University; and a different perception concerning the nature of their reasons for leaving. In 1977, more than 50% of those surveyed considered their reasons essentially personal rather than related to The University in any way. In 1978, however, only 30% felt their leaving was based primarily on personal considerations.

VOLUNTARY WITHDRAWAL -- WHY DON'T THEY RETURN?

INTRODUCTION

Since 1975, The University of North Carolina at Chapel Hill has conducted a survey of its non-returning students, an effort which has been the outgrowth of annual reporting required from all public institutions of higher education in North Carolina by the United States Department of Health, Education and Welfare, Office for Civil Rights (OCR). The designation "non-returning" is used to describe those students who did not graduate and who were academically eligible to return the follow year--but who chose not to do so. The purpose of the survey is to determine why these students do not remain at The University and to identify possible differences between the black and white respondents in their reasons for leaving.

In the past, the survey included all black and white students in attendance at UNC-CH in a given fall who had voluntarily withdrawn by the end of that subsequent academic year. But in 1978, data were collected from only the cohort enrolled for the first time in the previous fall. Thus, the 1978 survey involved a much smaller group of non-returners than those conducted in 1975, 1976, and 1977. More importantly, the group was younger, since most eighteen to nineteen - year - olds who left after the completion of their first college year.

The change to the cohort as the basis for data collection was made for two important reasons. First, the cohort approach, by relating each student to a specific entry date, provides a more precise picture of both withdrawal from and progress through an institution's programs. Second, this kind of reporting was already well-established in North Carolina as part of a statewide system called North Carolina Higher Education Data (NCHED). Its adoption as the basis for the OCR survey, then, meant that the survey would be consistent with other data collection efforts. For several years, UNC had requested permission from OCR to

make this change which was finally agreed to this past year.

The 1978 Non-Returning Students' Survey for The University of North Carolina at Chapel Hill was administered by the Office of Institutional Research, as were the three previous surveys from 1975 to 1977. Although two program levels were included, undergraduate and first professional, the latter was so small this year that this paper focuses exclusively on the undergraduates. Depsite the omission of the professional group, far more information has been gathered than can be reasonably included in a summary document like this one. Thus, considerable restraint has been exercised in the selection of data and in the ensuing analysis. The paper deals with enrollment and survey response rates for 1977-1978, the reasons (both major and minor) why students voluntarily withdrew, and the reasons why they transferred to other institutions. There are also comparisions with the earlier surveys of reasons for leaving and of future educational plans. A concluding section discusses the implicatons of these findings.and offers some recommendations.

Although this report was initially prepared for administrators at The University of North Carolina at Chapel Hill, such studies of voluntary withdrawal can be useful to higher education in general. While the specific changes they may suggest will vary with each setting, what is implied is that these changes most often relate to details of practice and policy which can be easily implemented within existing organizational structure.and particularly, for large universities, the UNC studies suggest the importance of maintaining a human perspective in the educational endeavor. Largeness creates problems and hence, the responsibility for such institutions to be constantly attentive to the context they provide for the learning experience.

ANALYSIS OF SELECTED SURVEY DATA

Table 1 deals with enrollment figures and survey response rates based on the cohort admitted for fall 1977. The number of undergraduates (which includes freshmen and transfers) was 3,839. Of those, 483 did not return in fall 1978, with 176 of these indicated as academically ineligible. Thus, 307 undergraduate students were surveyed, of whom 167 responded, for a response rate of 54.4%, somewhat higher than the 1977 response rate of 48.3%.

As in past years, it was again the case that most of the black undergraduates who left in 1978 did not do so voluntarily. Of black men who did not return to UNC-CH, 68.8% were academically ineligible as compared to 44.1% of white men. For black women, the percentage was 78.6% as compared to 25.4% for white women. Because of the pervasiveness of this pattern, the 1977 report suggested that the survey be extended in 1978 to include these ineligible black students. The hope was to discover reasons why this group does not return other than their academic failure--reasons which, in fact, may contribute to that classification. The results of this effort, which were initially prepared as a section of this report, are now the subject of a separate paper by Timothy Sanford entitled, Non-Academic Factors Influencing the "Withdrawal" of Academically Ineligible Black Students.

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Table 2 presents an overview of the reasons (as provided by the survey instrument) why the 1977 cohort of undergraduates did not return to UNC-CH in fall 1978. The wording of many of these statements has been slightly changed from the original questionnaire due to the limited space available on the table. Data have been tabulated by sex since this variable shows the most notable differences in connection with a number of the reasons listed.

Although the survey is directed primarily toward an examination of differences in the reasons why black and white students do not continue in The University's programs, one of the most important findings is that race does not appear to be significant in this regard. In other words, although differences may have been anticipated between the two groups, black students who left voluntarily tended to do so for the same reasons as white students. However, as already indicated, race is a significant factor in one important instance--a much higher percentage of blacks than whites are academically ineligible.

Again, as in 1977, in order to obtain a more complete picture of what is surely a complex decision for most non-returners, the UNC-CH 1978 survey asked respondents to designate as major or minor each of the reasons they selected as factors in their departure. Since OCR Guidelines require a single reason for each student, respondents were also asked to indicate what they considered to be their one most important reason for leaving Carolina. All of these choices, then, are the subject of Table 2. Some of the most interesting observations are as follows:

The first item, "Not enough money," appears to be of more importance to men. Of male respondents, 12.9% considered it major and another 12.9% considered it mionr. Only 3.8% of the women considered it a major reason and, although 11.4% did indicate it as minor, no women chose it as the single most important reason while a small percentage (4.8%) of men did.

On the other hand, more women than men considered the largeness and impersonality of UNC-CH a problem of both major and minor dimensions. Of the women, 24.8% selected it as major and another 21.9% selected it as minor while the comparable figures for men were 16.1% as major and 9.7% as minor. Many women also selected this as the single most important reason for leaving (14.3% for females as compared to 8.1% for males). This may reflect what some psychologists have termed women's innate "affiliative needs," that is, what is apparently their greater requirement for close relationships with people--needs which may not have been satisfied in the UNC-CH environment. Or perhaps, the finding simply indicates an

upbringing which did not foster independence to the same degree as it might have been fostered in males.

Dissatisfaction with the major field (or school) probably reflected the unavailability of an anticipated choice more than anything else since most of these students would not yet have decided on a major. At any rate, this was an important major reason for men but not for women, whereas it was an important minor reason for women but not for men. Among males, 24.2% selected it as major compared to 13.3% for females. However, 21.9% of females selected it as minor as compared to 8.1% for males. This interesting reversal may be explained by the likelihood that men's priorities are more related to career choices than women's, suggesting that societal expectations still prevail that men will be the prime breadwinners. For women, although the notion of work, and preparation for it, is increasingly internalized, a career is still only part of a more diffuse set of expectations.

A related observation concerns the item, "Got married or had plans to," which was one of the most frequently cited reasons why women left The University. No men, however, indicated marriage as a factor in their withdrawal, a finding very much in tune with national studies that show marraige to be less critical in the male's educational picture. In this case, because the cohort was youthful, it may also indicate that the marriage choice had simply not yet arisen for most of these men. But for women, for whom early marriage is much more common, the figures may not be surprising. What does seem somewhat surprising is, that among the young women surveyed at UNC-CH, there appears to be a continuing sense of traditional female role in marriage--an orientation which, despite the rapid social changes of our times, still presumes that it is the woman's educational plans that must be adjusted to fit the requirements of the new relationship.

A final comment concerns the item "Needed a break." Among single most important reasons, it was selected by a higher percentage of men than women (19.4% for males or compared to 9.5% for females). Yet, in citing this reason for leaving as either major or minor, the differences between the men and women were far

less apparent. This brings up an interesting point which is evident throughout this table. Inconsistencies arise when respondents are forced to select a single reason for a decision which is almost always based on a number of reasons weighted in different ways. Clearly, some reasons gain or recede in importance when students are forced to select a single overriding reason, suggesting that other elements in the decision are lost. This would seem to cast some doubt on the usefulness of the OCR-required item that asks for a single reason to describe withdrawal from college. To force a unidimensional analysis upon a multi-dimensional issue does produce resluts that are convenient to tabulate, but the information may not be valid.

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Table 3 details the reasons why the 1977 cohort of undergraduates transferred to other institutions in fall 1978. As with the previous items, students were asked to indicate a reason as major or minor and again, sex was a significant variable.

It seemed particularly important this year to look at transfer since such a large percentage of the respondents (67.7%) did indeed continue their education elsewhere. This finding may be explained by the fact that the survey population consisted mostly of freshmen--those who had completed just one year of college which, after all, is only a beginning. Thus, it does not seem surprising that most of these young people would plan to continue the following year. This younger group, in other words, would not seem as likely to have experienced the need to stop-out as those who had been in college longer. Still, the high percentage of transfer is somewhat puzzling in view of the fact that responses from these same students indicated that "Needed a break" was second among single reasons for leaving and third among combined major and minor reasons. The two findings, then, are not quite consistent, unless we can conclude that "Needed a break" really

meant to them, "Needed a break from this institution!" In any event, this cohort of younger non-returners is far less ambivalent about transfer than the older non-returners of past surveys who often indicated they intended to come back to UNC rather than transfer. Obviously, the greater the investment, the more valuable it becomes.

Looking at the six reasons in Table 3, sex differences are quite apparent in the first two. Concerning transfer due to the need to attend a less expensive college, a significantly higher percentage of men than women (32.4% compared to 13.9%) indicate this as an important consideration in their decision. This corresponds with the tendency noted earlier in this report that finances seem to affect the college plans of the men more than they do those of the women.

The second reason, on the other hand, "Wanted to be closer to spouse (or intended spouse)," is an overwhelmingly female reason for transfer. Of those who indicated this as a factor, 39.2% were women as compared to 2.3% who were men. Previous comments concerning the effects of marriage on the educational plans of women are related to this finding as well.

Considering men and women together, the most important reasons for transfer were the ever popular "Other Reasons," followed by "Wanted to be close to home," and "Changed career plans," in that order. Significantly fewer women than men cited "Other reasons," but similar reasons for both sexes were ascertained from the general comments elicited by the survey's open-ended questions -- from personal or health problems to disappointment in programs, housing, and the total UNC environment.

It should be added here that these comments are among the most useful data collected by the survey, and have that human quality that words can capture far better than numbers. A number of these statements are included in the appendix to this paper. Most often they are polite; sometimes a little less so. Either way, they provide a first-hand account of what is on the minds of these non-returning students and thus, are worthy of careful reading and consideration.

Shown in Table 4 are the ten most important reasons why undergraduates did not return to UNC--the first of two sets of comparisons of survey data for 1975, 1976, and 1977. Since the 1978 survey group is mostly freshmen and only about a third the size of the others, it is not included in the table, but comparisons are made in the text of this paper. These data are tabulated by sex since this again was found to be the most significant variable.

Related to this, it is interesting to note changes over the three years in the relative numbers of men and women in the survey--from more men in 1975 to more women in 1977--a shift which reflects the overall trend toward increased female admission and enrollment in The University.

The two most important reasons over the three years, in terms of numbers and percentages, are the two listed last: "Enrolled in another institution and Other reasons." Yet, ironically, neither of these tell us much of what was on students minds. The former is really a result of reasons and the latter, obviously a convenient bypass since few respondents indicated in a specific way what those "Other reasons" were, even though asked to do so.

"Not enough money" was an important reason in 1975, but less so in succeeding years, and always of more importance to the men than to the women surveyed. Perhaps this trend indicates that more student aid has become available.

Getting married was more important as a reason for leaving in 1975 and 1976 than it was in 1977, and always of more importance to the women than to the men. The downturn here can hardly be cited as a trend, however.

In comparing these findings with those for 1978, there are again more women than men in the survey group and the same kinds of responses by sex are discernible. Beyond that, there is another interesting variable operating, one caused by the fact of this year's cohort reporting--the younger and more homogeneous age range of the group. Hence, we see very little concern with "Finishing incompletes" and some confusion about "Needed a break." As already mentioned, despite its apparent importance, most non-returners in 1978 went right on to continue their education at another institution.

Overall, one of the most interesting differences observed relates to how the 1978 group characterizes the nature of their reasons for departure. To explain further, reasons listed on the survey form can be seen as falling into several different categories. Some are "personal," reflecting special problems or other needs in life beyond a college education. Some are "University-related," reflecting unsatisfactory student experiences of various kinds. Still others can be considered a "blend of personal and University-related" factors. Because some reasons can be interpreted in different ways, beginning in 1977 a question was included asking respondents to make their own categorizations.

In 1977, survey results showed that over 50% of non-returning undergraduates considered their reasons more personal than University-related. Although some did indicate reasons as a blend of personal and University factors, only a relative few felt that University-related factors alone were the cause of their departure. For 1978, however, findings are quite different. Again, considering only undergraduates, fewer than 30% characterize their reasons for leaving as personal while fully 35% consider reasons wholly University-related. About 35% more consider them a combination of the two.

One can reasonably presume that the youth of the group and newness to the institution are responsible for this outcome. The 1977 survey included students of a wide age range who had been at The University for varying periods of time. The 1978 group is almost entirely nineteen to twenty-year-olds who had been there only one year. Many of the adjustments that are obviously made by older students had not yet occurred. Thus, there was more discomfort with The University's size--and with what may be perceived as an uncaring atmosphere--and less acknowledgement of their own insecurities or confusion, and their own inability to cope with the new challenges. These findings provide a useful insight into the maturing process that does indeed appear to occur during the college experience.

Table 5 presents the second comparison of survey data for 1975, 1976, 1977; again 1978 has been omitted for the reasons already mentioned. Detailed here are future plans of undergraduates who did not return to The University, tabulated by sex. Although information on this table is rather spotty due to the fact that some items were added or eliminated over the years, it nevertheless provides a picture of various options of which non-returners availed themselves.

The first three choices are of particular interest. In 1975, "Will return to UNC" was indicated by almost half (47.9%) of those men who left voluntarily. Although the percentage for non-returning women was less (31.3%), returning to Carolina was still the primary choice for both sexes. In 1976 and 1977, however, the picture changed with more students indicating either that they had enrolled elsewhere or planned to do so. But the figures still show that more men indicated an intent to return to UNC-CH above other options, whereas more women indicated their intention to transfer.

Comparing these findings to those for 1978, 32.3% of the men but only 11.4% of the women indicated a desire to return to UNC. As for enrolling elsewhere, 32.3% of the men indicated that as their choice as compared to 59% of the women. These findings, then, continue the trend begun in 1976 and 1977 that more men than women consider returning to UNC while more women than men consider transfer--why? The reasons for returning are probably less related to an inherent "loyalty" to the institution than to the fact that this may simply be a more feasible choice for men. For those young women who indicate departure due to marriage or a desire to be near an intended spouse, returning to UNC is not often a viable option. And, although both men and women in the 1978 survey indicated equal concern with the "largeness and impersonality" of The University, more women cited it as an important single reason and in their comments mentioned it often as contributing to their desire to transfer.

WHY DON'T THEY RETURN?

IMPLICATIONS AND RECOMMENDATIONS

In reviewing the major findings of the 1978 Non-Returning Students' Survey, there are several important implications to be noted.

First of these is the fact that race has very little relationship (far less than sex or age) to the reasons why academically eligible students leave The University. This suggests that black and white non-returners are more alike than they are different, with common concerns and motivations. It further suggests that the measure of "academic success" that these students share, modest as it may have been, has tended to serve as a kind of equalizer between them, much as a college degree or a common economic level have been shown to do in other studies of blacks and whites. This possibility underscores the importance of special efforts on the part of The University to help its black students to maintain the necessary academic standards in an environment which, it should be remembered, may be more different and more difficult than any they have experienced previously.

Another finding with important implications is the negative perception that the 1978 non-returners had concerning The University's large size and its sometimes "faceless" character. Although the questionnaire has provided the convenient wording, "largeness and impersonality," student comments attest to the accuracy of this pairing. Largeness does appear to lead to impersonality but there is some question as to whether or not this needs to be the case. While there may be little that can be done to change "largeness," it does seem possible that there may be ways to overcome "impersonality"--ways which may be implemented within existing University organizational structures.

Finally, the responses of the more youthful group of 1978, when compared to those of earlier surveys, exemplify the concept of student development during the college years and illustrate the importance of a "good fit" between students and the institution. Comments from those students surveyed indicate dissatisfactions of various kinds, and tabulated responses show that many consider University

atmosphere the primary reason for their leaving--a reason they see as beyond their control. Older students, on the other hand, seem to recognize more readily that not all needs can be fulfilled by The University. Thus, they leave to fulfill them, but with plans to return. Their higher degree of involvement appears to be the key to their desire to continue at UNC-CH. The longer contact is partly responsible for this, to be sure, but the finding still suggests the importance of encouraging more participation by newer and younger students in aspects of University life beyond the classroom--subsequently increasing their sense of belonging, or their "fit."

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The UNC-CH Non-Returning Students'Surveys of the past four years have been most useful in providing a broad picture of why academically eligible students leave this institution. Yet, in some ways it appears that the reasons which contribute to academic failure might have even more implications. It may be that these are the students who would have been the ones to remain had the choice been theirs. Thus, it seems important that all academically ineligible students be surveyed in the future. This year's survey has already been expanded to include academically ineligible black students and the recommendation is that the like group of white students be added to such a special study next year.

The implications of "academic success" as one means of eradicating differences between black and white students seem worthy of whatever special approaches might be required. In this regard, it is useful to note that those black students who come to UNC-CH in the first place, have already experienced a degree of "academic success." While, in some cases, this may be more the result of motivation than preparation, it seems important to assist those who have made it this far and who are willing to make the required effort to remain.

The need for effective academic counseling remains a crucial and continious part of a strong educational program and The University's efforts in this regard

have recently been reviewed and improved. Now it appears that personal counseling must be an equal consideration, especially with new and younger students. It is recommended that the whole area of personal counseling should also be reviewed to be sure it is both effective and readily available to all who need it.

With the beginning of cohort reporting this year, the survey has illustrated just how critical the first year of college is in the lives of these young people--"college" meaning not just academic programs but the total learning environment. It seems important, then, for this institution to be continually sensitive to the problems its largeness creates and to be sure it is not the "uncaring" atmosphere it is sometimes perceived to be. One immediate response is to recognize that each instance of personal contact or correspondence between students and University personnel at all levels is an opportunity to reduce "impersonality." Interestingly enough, the survey itself has tended to demonstrate this possibility. Although obviously too late for these students, there were many genuine expressions of surprise and even pleasure to think that The University would be interested in their reasons for leaving.

In some ways, the 1978 Non-Returning Students' Survey for the University of North Carolina at Chapel Hill has told us more about feelings than facts--or perhaps, more about perceptions than realities. And yet, each is as valid as the other, especially when the data show how widely shared these feelings and perceptions are. Few comments have been made on academic programs and all that relates to that side of University life. But students have said much about the details that shape the context in which they participate in those programs. That is vital information, for it is clear that for many of those who voluntarily withdraw, that context has indeed affected the quality of the whole experience.

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TABLE 1: ENROLLMENT FIGURES AND SURVEY RESPONSE RATES, 1978
UNDERGRADUATES (freshmen and transfers)-COHORT ADMITTED FALL 1977

	BM		BF		WM		WF		Total	
	N	%	N	%	N	%	N	%	N	%
Enrolled (fall 1977)	102		134		1649		1954		3839	
Not returning (fall 1978)	16	15.7	14	10.5	211	12.8	242	12.4	483	12.6
Academic Failure (% of those not returning)	11	68.8	11	78.6	93	44.1	61	25.2	176	36.4
Number Surveyed	5		3		118		181		307	
Number Responding (% of those surveyed)	1	20.0	2	66.7	61	57.1	103	56.9	167	54.4

TABLE 2: REASONS WHY UNDERGRADUATES (COHORT ADMITTED FALL 1977) DID NOT RETURN TO UNC-CH, 1978

(by sex)
(total number of respondents = 167)
(Male = 62; Female = 105)

	Major Reason				Minor Reason				Most important single reason			
	Males		Females		Males		Females		Males		Females	
Reasons	N	%	N	%	N	%	N	%	N	%	N	%
Not enough money	8	12.9	4	3.8	8	12.9	12	11.4	3	4.8	0	0.0
Could not get student aid	4	6.5	1	1.0	4	6.5	7	6.7	1	1.6	0	0.0
Student aid not sufficient	2	3.2	3	2.9	1	1.6	3	2.9	0	0.0	1	1.0
Was offered job	4	6.5	1	1.0	4	6.5	6	5.7	0	0.0	1	1.0
Wanted practical experience	7	11.3	8	7.6	10	16.1	10	9.5	0	0.0	0	0.0
No on - campus housing	1	1.6	6	5.7	6	9.7	4	3.8	1	1.6	2	1.9
Got married or had plans to	0	0.0	14	13.3	0	0.0	8	7.6	0	0.0	15	14.3
Had family crisis	4	6.5	2	1.9	2	3.2	9	8.6	2	3.2	1	1.0
Health or personal problems	9	14.5	13	12.4	9	14.5	12	11.4	6	9.7	4	3.8
Studies seemed irrelevant	3	4.8	0	0.0	5	8.1	12	11.4	2	3.2	0	0.0
Not like UNC in general	8	12.9	13	12.4	7	11.3	18	17.1	1	1.6	6	5.7
Not like major/school	15	24.2	14	13.3	5	8.1	23	21.9	2	3.2	7	6.7
Inadequate academic advising	4	6.5	7	6.7	5	8.1	13	12.4	2	3.2	1	1.0
No off - campus housing	3	4.8	3	2.9	1	1.6	4	3.8	0	0.0	1	1.0
UNC too large/impersonal	10	16.1	26	24.8	6	9.7	23	21.9	5	8.1	15	14.3
Not doing well/failing	5	8.1	12	11.4	9	14.5	14	13.3	2	3.2	4	3.8
Travel/study abroad	2	3.2	5	4.8	4	6.5	3	2.9	0	0.0	2	1.9
Needed a break	15	24.2	18	17.1	8	12.9	16	15.2	12	19.4	10	9.5
Needed time to decide major	11	17.7	12	11.4	8	12.9	15	14.3	1	1.6	2	1.9
Finishing incompletes	0	0.0	2	1.9	3	4.8	2	1.9	0	0.0	2	1.9
Other reasons	27	43.5	38	36.2	1	1.6	2	1.9	22	35.5	31	29.5

TABLE 3: REASONS WHY UNDERGRADUATES (COHORT ADMITTED FALL 1977) TRANSFERRED TO OTHER INSTITUTIONS

(by sex)
number of transfers = 113
(Male = 34; Female = 79)

Reasons for Transfer	Major Reason				Minor Reason				Total (Combined Major/Minor) Reasons			
	Males		Females		Males		Females		Males		Females	
	N	%	N	%	N	%	N	%	N	%	N	%
Needed to attend a less expensive college	7	20.6	4	5.1	4	11.8	7	8.9	11	32.4	11	13.9
Wanted to be closer to spouse (or intended spouse)	1	2.3	18	22.8	0	.0	13	16.5	1	2.3	31	39.2
Not accepted in desired major at UNC-CH	1	2.3	0	.0	0	.0	2	2.5	1	2.3	2	2.5
Wanted to be closer to home	7	20.6	17	21.5	4	11.8	14	17.7	11	32.4	31	39.2
Changed career plans	8	23.5	20	25.3	4	11.8	8	10.1	12	35.2	28	35.4
Other reasons	12	35.2	27	34.2	3	8.8	1	1.3	15	44.1	28	35.4

TABLE 4: MOST IMPORTANT REASONS (1975-1977 COMBINED) WHY UNDERGRADUATES DID NOT RETURN TO UNC-CH: COMPARISON 1975, 1976, 1977

(by sex)

Reasons *	1975 M N=240 N	%	1975 F N=217 N	%	1975 total N=457 N	%	1976 M N=225 N	%	1976 F N=242 N	%	1976 total N=467 N	%	1977 M N=197 N	%	1977 F N=254 N	%	1977 total N=451 N	%
Not enough money	31	6.8	22	10.1	53	11.6	21	9.3	12	5.0	33	7.1	8	4.1	15	5.9	23	5.1
Got married or planned to	4	1.6	28	12.9	32	7.0	4	1.8	27	11.2	31	6.6	2	1.0	19	7.5	21	4.7
Had health or personal problems	12	5.0	11	5.1	23	5.0	28	12.5	24	9.9	52	11.1	16	8.1	20	7.9	36	8.0
Did not like UNC-CH in general	12	5.0	13	6.0	25	5.5	6	2.7	10	4.1	16	3.4	4	2.0	11	4.3	15	3.3
UNC seemed too large and impersonal	--	--	--	--	--	--	13	5.8	19	7.9	32	6.9	10	5.1	11	4.3	21	4.7
Was failing or not doing well	21	8.8	10	4.6	31	6.8	13	5.8	7	2.9	20	4.3	6	3.0	8	3.1	14	3.1
Needed a break	--	--	--	--	--	--	15	6.7	8	3.3	23	4.9	34	17.3	36	14.2	70	15.5
Finishing incompletes taking correspondence	--	--	--	--	--	--	32	14.2	24	9.9	56	12.0	24	12.2	12	4.7	36	8.0
Enrolled in another institution	51	21.3	66	30.4	117	25.6	28	12.5	74	30.6	102	21.8	23	11.7	34	13.4	57	12.6
Other reasons	58	24.2	41	18.9	99	21.7	11	4.9	20	8.3	31	6.6	26	13.2	36	14.2	62	13.7

*The dash indicates a question not asked in 1975

TABLE 5: FUTURE PLANS OF UNDERGRADUATES WHO DID NOT RETURN TO UNC-CH: COMPARISON 1975, 1976, 1977

(by sex)

Future plans *	1975 M N=240 N	%	1975 F N=217 N	%	1975 total N=457 N	%	1976 M N=225 N	%	1976 F N=242 N	%	1976 total N=467 N	%	1977 M N=197 N	%	1977 F N=254 N	%	1977 total N=451 N	%
Will return to UNC	115	47.9	68	31.3	183	40.0	85	37.8	56	23.1	141	30.2	62	31.5	65	25.6	127	28.2
Have enrolled elsewhere	46	19.2	29	13.4	75	16.4	62	27.6	128	52.9	190	40.7	48	24.4	87	34.4	135	29.9
Plan to enroll elsewhere	11	4.6	19	8.8	30	6.6	19	8.4	20	8.3	39	8.4	26	13.2	30	11.8	56	12.4
Finish if I move closer	--	--	--	--	--	--	0	0.0	1	.4	1	.4	--	--	--	--	--	--
Earn UNC degree by correspondence	--	--	--	--	--	--	29	12.9	20	8.3	49	10.5	36	18.3	22	8.7	58	12.9
Continue education in service	--	--	--	--	--	--	2	.9	0	0.0	2	.9	--	--	--	--	--	--
May return for other degree	--	--	--	--	--	--	--	--	--	--	--	--	32	16.2	29	11.4	61	13.5
Future plans uncertain	--	--	--	--	--	--	15	6.7	11	4.5	26	5.6	37	18.8	57	22.4	94	20.8
Other	37	15.4	28	12.9	65	14.2	--	--	--	--	--	--	18	9.1	18	7.1	36	8.0

* The dash indicates a question not asked in that given year.

OFFICE OF INSTITUTIONAL RESEARCH

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

I. QUESTIONS ABOUT WHY YOU DID NOT RETURN TO THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL (Please check one response for each question.)

	Major Reason	Minor Reason	Not a Reason	
1.	_____	_____	_____	Did not have sufficient money to stay in college
2.	_____	_____	_____	Could not get student financial aid
3.	_____	_____	_____	My student aid was insufficient
4.	_____	_____	_____	Was offered a job
5.	_____	_____	_____	Wanted to get practial experience
6.	_____	_____	_____	Could not get on-campus housing
7.	_____	_____	_____	Got married or planned to get married
8.	_____	_____	_____	Had a family crisis
9.	_____	_____	_____	Had health or personal problems
10.	_____	_____	_____	Thought college was not relevant
11.	_____	_____	_____	Did not like UNC-CH in general
12.	_____	_____	_____	Was disappointed in my major program or school
13.	_____	_____	_____	Could not get the academic advice I needed
14.	_____	_____	_____	Could not find satisfactory housing off-campus
15.	_____	_____	_____	The University seemed too large and impersonal
16.	_____	_____	_____	Was failing or not doing as well as I wanted
17.	_____	_____	_____	Wanted to travel/study abroad
18.	_____	_____	_____	Needed a break to reconsider my goals and interests
19.	_____	_____	_____	Needed time to decide on a major field of study
20.	_____	_____	_____	Finishing incompletes or taking correspondence courses
21.	_____	_____	_____	Other (please specify) _____

22. From questions 1-21 above, please indicate the number of the one most important reason for your not returning to Carolina this fall: _____

23. Do you feel that your reasons for not returning to UNC-CH were "personal" (such as, illness in family) or "university-related" (such as, the University seemed too big)?

_____ Personal _____ University-related _____ Some of both

II. QUESTIONS ABOUT YOUR CURRENT ENROLLMENT STATUS

24. Have you enrolled in another college or university since leaving Carolina?

_____ Yes _____ No If yes, please indicate below your reasons for transferring (which my be in addition to any reasons you checked above), and the college you entered: _____

	Major Reason	Minor Reason	Not a Reason	
25.	_____	_____	_____	Needed to attend a less expensive college
26.	_____	_____	_____	Wanted to be closer to spouse or intended spouse
27.	_____	_____	_____	Not accepted in desired major field at UNC-CH
28.	_____	_____	_____	Wanted to be closer to home
29.	_____	_____	_____	Changed career plans
30.	_____	_____	_____	Other (Please specify) _____

(Please continue on the other side.)

III. QUESTIONS ABOUT YOUR FUTURE PLANS

	YES	NO	MAYBE	
31.	_____	_____	_____	I plan to return to UNC-CH to finish my degree
32.	_____	_____	_____	I plan to finish my degree elsewhere
33.	_____	_____	_____	I may return to UNC-CH for another degree later
34.	_____	_____	_____	I will earn my degree at UNC-CH by finishing incompletes or by correspondence
35.	_____	_____	_____	I do not expect to finish my degree

IV. QUESTIONS ABOUT YOU

36. Your sex: _____ Male _____ Female
37. Your age: _____
38. Your race: _____ Black _____ White _____ Other
39. During your last enrollment at UNC-CH, were you classified as a resident of North Carolina for tuition purposes? _____ Yes
40. What class were you in when last enrolled at UNC-CH?

    _____ Freshman _____ Sophomore _____ Junior _____ Senior
    _____ Fifth year _____ Unclassified
    _____ Professional (law, medical, dental)

41. If you had chosen one, what was your major? _____
42. If you ever received student aid from UNC-CH, how much did you receive from these sources? (Please list the total amount for all years for each type.)

    Basic Grants (BEOG) $ _____ Supplemental Grants (SEOG) $ _____
    Direct Student Loan (NDSL) $ _____ Other loan $ _____
    College Work-Study (CWSP) $ _____ Other part-time job $ _____
    University Scholarship $ _____ Other scholarship $ _____

The short-answer questions on this survey are easy to tabulate by computer, but we realize that they may limit your responses. Therefore, we urge you to use the space below, adding other pages if necessary, to explain more fully why you decided not to return to Carolina this fall.

_____

_____

_____

_____

_____

_____

_____

Please return your survey and comments as soon as possible in the enclosed envelope. So that we can know who has responded, please print your name on the outside of the envelope in the space provided. Thank you for taking your time to help us!

APPENDIX

DID NOT LIKE UNC--ATMOSPHERE; LIFESTYLE; SIZE

"I did not like Chapel HIll because there were so many students who thought they were big shots just because they went to UNC. The noise was unreal. I'm all for having fun, but I think a lot of the students could use a lesson in consideration. The booze was just as bad and is a main problem."

Female, 19

"I came back to Carolina and was told that my application for the fall had been cancelled. Organization is poor there. No one knows what anyone else has done because of not being informed."

Female, 22

"Briefly, UNC was too big, too Southern, and too WASP for me to handle as a freshman. Although I think Chapel Hill is a terrific town and has, along with the faculty a lot to offer. The student community was more than I could handle. I just never found the "right" people for me. I found the living and dining arrangements terrible from the perspective of community life, i.e., it destroys any chance of community spirit. Also, no one I knew enjoyed studying, and I don't like football. Basically, the part of UNC I met and I never got along and I never managed to meet the part I would have gotten along with."

Female, 19

"I found during my one year at Carolina that the psychology department has a strong psychodynamic orientation, and I lean more toward a behavioral approach. In addition, I grew tired of the unbelievable narrow-mindedness prevalent among the people of UNC. I decided to return to the University of Maryland, where the psychology department is decidedly behaviorist and the people are just a little bit less snobbish. Example: the bumper sticker that reads "I go to Carolina. Don't you wish you could?"

Male, 20

"I felt that in most cases, the teachers weren't interested in really teaching, or in some cases just didn't have the capability. Some reasons are: (1) too much emphasis on ass-kissing and regurgitating lectures back on tests, (2) classes of 3-400, with TAs who don't usually think for themselves, (3) too much emphasis on respectability and following the system."

Male, 20

"Did not like the impersonal people in Chapel Hill."

Male, 19

"As a transfer student to Carolina I found it very difficult to feel a part of the college community. One reason for this is the size of the student body and another is the impossibility of getting on-campus housing. I felt as if no one cared whether I was there or not. I do not regret my experience at Carolina but I definitely believe that big universities are too impersonal and that they lose a lot of what college is all about by letting themselves get so big."

Female, 21

CHANGE IN MAJOR AND/OR EDUCATIONAL GOALS

"The main reason I transferred from UNC-CH to Ohio State University was because UNC-CH did not have an Engineering Department. Also, I would have had to live in Morrison Dormitory again. I seriously could not have handled another year there. Otherwise, I enjoyed UNC and met a great person, my roommate."

Male, 19

"My desire for a college education is basically career-oriented. N.C. State offers the engineering curriculum which I enjoy because I learn to apply what I know. Their CO-OP program was the major factor in my decision to transfer."

Female, 19

"First of all, I feel it is important to say that I loved Carolina. I had always dreamed of attending school there, but during the course of the year I changed majors. It was a difficult decision to make as I didn't want to leave (sometimes still wish I hadn't!!)."

Female, 19

"I wanted to cut a few years of college at this time and train for a job that would pay better than average wages- to help when I pick up courses later. I changed career plans and realized I was not academically prepared to complete that major at UNC-CH. I realized that UNC-CH was just too large and too far from home to suit me at the time. (Although I miss the scenery and the resources and opportunities UNC offered). I am much happier in the smaller college I transferred to."

Female, 19

PERSONAL REASONS--HEALTH; FAMILY PRESSURES; MARRIAGE; NEEDED A BREAK

"I left Carolina because I had had some personal problems my first year and I needed some time to work things out on my own. I plan to return this January."

Female, 19

"I had no idea what I wanted to major in, so sometimes it seemed like a waste of time. I plan to go back to UNC-G when I decide what I want to do with my life."

Female, 19

"I wanted a break and a taste of life in the working world. I have learned much about what to expect from a job and myself in the future. Otherwise, after 4 straight years of college, it might have been a shock to suddenly be on my own. It has been a valuable experience, working away from school this semester. And I still look forward to being back at Chapel Hill (UNC) in January '79. I appreciate your interest!"

Female, 21

"I had a few personal problems which I needed to work out for myself. I also wanted to get farther away from home so I could grow up a little and gain a little responsibility. I also wanted to get away to a smaller university where I could be on a more informal level with instructors."

Male, 19

"I was uncertain of my direction and wanted to gain more and wider experiences- plan to return. In no way was the University at fault."

Female, 19

"Got married."

Female, 19

"I had personal problems that built up to the point that I could no longer function as a student. I was very fortunate to get an internship that gave me a positive, legitimate break from school when I needed it most. My problems are working out and I am returning to school this spring."

Male, 21

"I had planned to return this fall when four days before registration our babysitter quit. Consequently, I am staying home with my 11-month old."

Female, 24

"Injured during baseball game- head injury. Unable to handle college work at this time. I plan to return as soon as possible."

Male, 19

"Last spring ('78) I lost interest first in my major and later in most other courses I was taking. I thought I should take a little time off and gain some perspective on my life and how UNC fit into it. Having had that break I feel ready to return. (I've already been accepted for Spring '79). See ya 'round."

Male, 21

FINANCIAL PROBLEMS

"I loved UNC-CH. The only reason I left was because of money. I feel more tuition for out-of-state students is ok, but it's hard to justify 8 times the in-state rate. UNC loses many students it would be proud to have simply because of the high out-of-state rate."

Male, 19

"The reason I could not return to school was for lack of funds. I joined the Marine Corps Reserves so I could have some additional money and applied for aid. The request for aid has been turned down by UNC-CH but I may be able to make Spring Semester 1979. However, unless I get a scholarhip or financial aid after that there is no way I can return to Chapel Hill."

Male, 19

"During the winter semester of '78, my car was stolen and totaled. My father had been unemployed for a period of years. I needed to go to work immediately Since May 15 of '78 I have been in Louisiana working so I could continue my education."

Male, 22

"I couldn't financially complete one more year. I was offered a high paying job in my clinical specialty. I am an RN already and quit work to return for my degree. Since I was not completely broke (I owned a house) I couldn't get aid. Had I been the same age and more well-off financially, but in grad school I could have gotten lots of money. Somehow this doesn't seem fair. The older undergrad student is falling through the cracks in the system."

Female, 27

HOUSING PROBLEMS

"I was totally miserable living in Craig Dorm and yet there were no other options for me. The waiting lists were too long to be encouraging at all, and I was informed by the housing office it would be impossible to sell my housing contract. I was stuck! The only way I could move was to get a medical recommendation from the mental health services there. After the run around with housing, I felt totally boxed in. There was no way I could remain there another semester!"

Female, 21

"My major reason for not returning is that the school was so large and impersonal. I felt of no significance to anyone. I felt like a push-button on a computer. One other reason was, that I was closed out of the dorm and would have had to commute. I did that for summer school, and by the end, decided that wasn't for me. I feel that the University should not require their students to house on campus as freshmen and then in less than a year, be thrown out into the cold. If the University cannot provide enough housing, they should cut down on the enrollment, or give a sophomore preference over a senior in dorm living. A freshman is still pretty young and confused, whereas a senior knows more about the town, more people, and they are more settled about a future. UNC-CH is a great school, and especially if you're a real partier. The social life is about the only great part which I didn't indulge in much, for fear of grades. I was struggling enough, without help from any professors or T.A. Carolina is just too large and it's time they cut down or put a stop to how many they accept."

Female, 19

"I appreciate your being interested in my reasons for leaving Chapel Hill. I found UNC too impersonal. The dorms, even though the effort is there, are not close. Advisors are not as helpful, because they don't know you or your personal interests. Teachers were too busy with personal research to assist students. There is also too much emphasis on sports and little on academics. One final disappointment was the availability for boys and girls to live in the same dorm. It gives neither sex any privacy."

Female, 19

"As an 18 year old female with a Dean's List average and without a car, I was closed out of my dormitory and told that housing was my problem- not the University's. My alternative was to leave the University that my family had attended (and where they had) been members of the faculty for two generations."

Female, 19, Freshman

"After learning that I had been closed out of the dorm, I proceeded to find a place to live. To my surprise, I found this a most difficult task. One reason for this was because there was only about 4 weeks left in school and I had no idea that a person had to start looking for housing. As early as November and December. I was totally unaware of the procedure to acquire off-campus housing. Since I found it difficult to obtain off-campus housing, I decided that maybe I should stay out of school for a year and hope that I would be re-accepted the next fall term. I still haven't solved my housing problems, but I have had the chance to acquire more information on the situation and to [illegible] this more carefully. I would like to suggest that more information should be given to incoming freshmen on the housing situation, not just about their freshman year, but about the years to follow. I hope that my information can help in any way and that the housing situation gets better instead of worse."

Male, 19, Freshman

ACADEMIC AND RELATED COUNSELING PROBLEMS

"I was urged to transfer into the School of Public Health not knowing fully what my major was about or where it would lead. I will fail one of my courses when the incomplete becomes overdue. I believe this will lower my grade point average to the point of "NO RETURN"."

Male, 22, Junior

"I wasn't quite ready for a big school away from home. Dorm life was difficult to adjust to and became quite homesick. After general college at UNC-W I plan to enroll at Chapel Hill in the Dental Hygiene program. I was not doing well at Chapel Hill and it deeply distrubed me. That and other things caused me to drop out of school."

Female, 19, Freshman

"I was only at UNC the fall semester of my freshman year. Living in a co-ed dorm was a big adjustment I had to make. The discipline required to keep up in my studies and the pressures of assignments were tremendously hard to cope with. I had no idea what I wanted to major in and finding advice was near to impossible. When I did find out I was not passing in math, which I enjoyed, and barely passing in another subject I more or less gave up from mental exhaustion. My other classes also suffered. Just for your statistics information, I am now married to a student who graduated in May from UNC-CH."

Female, 19, Freshman

"Disillusioned with UNC-CH in general. Felt as if I was wasting time at UNC-CH (no major, confusing academic advice, etc.). Due to my undecidedness in a major field, I was of course pressured into accepting one (B.A. Art). When I saw that that was not the direction I was heading, I was left hanging."

Male, 19, Freshman